

Richard Avenue Primary School

Pupil Premium Strategy Statement

2020-21



What is the Pupil Premium?

The Annual Pupil Premium has been introduced to help address the emotional and social wellbeing of 'identified' children. Schools have the authority to spend the Pupil Premium in any way they wish, as long as it supports raising attainment and progress for these pupils.

A child is entitled to Pupil Premium if they are: -

Children who are or have been eligible for free school meals (DP) at any time during the last six years, each receive £1,345

Children who have been 'looked after' by the Local Authority (CLA) continuously for more than six months, each receive £2,345

Context

Total Number of children on roll – 403

Total Number of children eligible to receive Pupil Premium Funding – 107

Total Pupil Premium funding received for 2020-21 - £ 147,278.

Percentage of the school entitled to Pupil Premium – 26.6%

Date of Pupil Premium Strategy – October 2020

Suggested Review Date – July – 2021

Senior Leader Responsible for Pupil Premium – Mr A Warkman

Current Performance

KS2 Performance Data	Pupil eligible for PP	Pupil not eligible for PP
% Achieving ARE in RWM combined	Due to COVID 19 Lockdown there was no data available for 2019-20.	
% Achieving ARE in Reading		
% Achieving ARE in Writing		
% Achieving ARE in Mathematics		
Progress in Reading		
Progress in Writing		
Progress in Mathematics		

Pupil Premium Strategy Aims for Disadvantaged Pupils

At Richard Avenue Primary School, we use our Pupil Premium to provide a wide range of opportunities and also to support interventions where we have identified 'gaps' in pupils' individual progress or attainment to support us in meeting the needs of all children. Children's progress is monitored and tracked as part of our regular, termly, whole school tracking, to ensure they are making at least expected progress and if there are concerns they are swiftly identified and provided with intervention. Pupil Premium funding is allocated to support any child who may belong to a vulnerable group or is socially disadvantaged to meet their needs and support in their education.

We are passionate about ensuring that the social, emotional, mental and physical health needs of all pupils are met to ensure that pupils are safe, happy and ready to learn. This vital area is also reflected in our spending plans for the Pupil Premium funding allocation. This will also include our attendance strategy to ensure that our attendance remains above the national average for all pupils including those who are disadvantaged. This will help to ensure that pupils at Richard Avenue Primary School can receive the very best education we can provide. We will ensure that some of our Pupil Premium allocation is linked to our school priorities that include:

- 1: To empower subject leaders to develop a more effective foundation curriculum.
- 2: To raise attainment of higher ability pupils by improving consistency in learning opportunities.
- 3: To close the gap in attainment and progress.

Planned Expenditure and Actions for Pupil Premium Allocation

Actions/Priorities	Chosen action/approach	Success Criteria	Impact (To be updated in July 2021)
Quality Teaching for all			
<p>Improve attainment for disadvantaged pupils in all core subjects including the combined attainment in Reading, Writing and Mathematics.</p>	<p>Continue with the setting structure in KS 2 with 3 staff per year group. Utilise support staff in Key Stage 1 to provide targeted support as required. Continued monitoring of teaching and learning with tailored support programmes as required. Provide effective staff CPD both in school and using quality external providers. Embed the O-Track assessment system to effectively track attainment and progress of Disadvantaged Pupils . Regular and focussed pupil progress meetings with staff that highlight the attainment and progress of Disadvantaged Pupils.</p>	<p>Attainment and progress of Disadvantaged Pupils will improve and show reduced gaps compared to those who are not disadvantaged.</p> <p>Staff will be fully supported in teaching and learning through focussed lesson observations, book scrutinise and regular feedback.</p>	
<p>Improve the attainment of prior higher attainers including those pupils who are disadvantaged.</p>	<p>Whole school priority linked to SDP for 2020-21.</p>	<p>Attainment of prior higher attainers will show that they have remained at the higher standard, including those entitled to Pupil Premium. All PHA pupils will have greater challenge to allow them to access higher order skills in lessons.</p>	
Total planned expenditure:			£

Actions/Priorities	Chosen action/approach	Success Criteria	Impact (To be updated in July 2021)
Targeted support			
Targeted and small group interventions to improve the outcomes for disadvantaged pupils in core subjects of Reading, Writing and Mathematics.	Through the use of a well embedded tracking system pupils in need of extra targeted intervention will be identified quickly. Targeted intervention will be provided as appropriate. This might include the use of support staff to work on a one to one or small group basis. It will also include the use of online resources and subscriptions that can be used in school and at home.	Those children who have been identified will be provided with effective and high quality intervention that will allow them to get back on track and achieve their full potential.	
Total Planned Expenditure:			£
Actions/Priorities	Chosen action/approach	Success Criteria	Impact (To be updated in July 2021)
Other Approaches			
To offer a new and exciting foundation curriculum that is based upon the curriculum drivers of Curiosity, Global Citizenship, Community and Communication.	Linked to Priority 1 in the School Development Plan. The rewriting of foundation plans to ensure skills and progression is at the forefront. This will provide all children, including those who are disadvantaged, with a thirst for learning and will experience an enquiry based approach to knowledge and skills.	Disadvantaged pupils will be immersed in an enquiry based curriculum that will provide them with the knowledge and skills they need to persue further study and to become well rounded citizens.	
To improve the physical well-being of pupils.	Introduction of Run a mile using the new track around the school field. Raise profile of this through class challenges. Continue work with the Change for Life team and dietician to deliver in class and tailored sessions to raise awareness of the need for healthy lifestyles.	Pupils physical health improves due to an increased knowledge of the importance of a good diet and regular exercise.	

Actions/Priorities	Chosen action/approach	Success Criteria	Impact (To be updated in July 2021)
Other Approaches (CONTINUED)			
To improve the well-being of all pupils with a focus on the mental health of identified pupils who will access the school counsellor.	Continue work with the school counsellor who will work on focussed in class sessions with all children. Identified vulnerable children will work in regular group and one to one sessions with the counsellor to address individual.	Identified pupils will be fully supported with quality counsellor services that address their individual needs. This will have a positive impact on their school experience and ultimately their attainment and progress will improve.	
To ensure that attendance of all pupils, including those who are disadvantaged, is consistently above national averages.	Continue the embedded and whole school focus on good attendance. This will include weekly class awards in assembly. Use office staff and support staff to carefully monitor attendance regularly to ensure that early intervention can take place. Continue the system of first day absence calls to be able to identify any patterns in attendance quickly.	School attendance figures will remain above the national average for all pupils including those who are disadvantaged.	
To support vulnerable families to ensure that outcomes are improved for children as well as engagement between families and the school being enhanced.	Employment of the school family liaison officer who will identify, with the support of class teachers, those families who may require extra support to enable their children to improve their academic potential. Regular contact, including home visits, will continue to ensure effective support and communication can take place.	Vulnerable families are effectively supported with good communication and parental engagement with the school. Identified children will have improved outcomes in their attainment in school.	
Ensure that all children receive high quality first hand experiences to enhance the curriculum provided in school.	Continue to provide all year groups with funding allocations for visits. Staff, with the support of the EVC, will organise and carry out exciting visits that provide good value for money and are an excellent learning opportunity. EVC will keep up to date records of all visits and visitors and these will be evaluated using the EVOLVE system.	All pupils, including those disadvantaged, will be provided with high quality visits and visitors that will complement the curriculum. Children will have exciting opportunities that they would not normally receive outside of school.	
Total Planned Expenditure:			£

